Lesson Plan - Session 7-Teaching Charting

Learning Objectives

By the end of this session, participating residents will be able to:

- Identify the benefits of teaching charting
- Define the CHART approach
- Practice teaching charting to a medical student

Agenda:

Welcome and introduction to teaching charting: slides

Slide 1: Learning Objective:

By the end of this session, participating residents give a medical student helpful, constructive feedback about charting.

Slide 2: Benefits of Teaching Charting

Many medical students may prefer to learn "hands on" clinical skills (history-taking, physical examination, charting, procedures) from resident physicians rather than from faculty.

Slide 3: Benefits of Teaching Charting

Medical school provides numerous teachable moments for students to learn writing skills.

Once students become residents, they may be offered less feedback about charting, or they may be less inclined to use feedback that they are offered

Slide 4: Benefits of Teaching Charting

Published tools now exist for assessing the quality of electronic notes, including the Physician Documentation Quality Instrument (PDQI-9).

Slide 5: The "CHART" approach to giving feedback on learners' written work:

Comments

Help

Assessment

Slide 6: Comments

Take as much time as you need to read the learner's note and write comments on it.

Include an adequate (but not overwhelming) level of detail.

Writing down your comments will help you organize your feedback and will later help the learner recall what you've said.

Slide 7: Help

Establish mutual goals for this feedback session (first the learner's, then yours).

Clarify that you will focus on learning about charting rather than clinical issues.

Which writing skills does the learner think may require extra help?

Slide 8: Assessment:

Now you can discuss your mutual assessment of the written work.

Start with the learner's self-assessment.

Then give your assessment, balancing positive and negative attributes.

Organize your feedback into logical sections to make it easier to follow.

Involve the learner actively: can s/he learn from rewriting some text with you?

Slide 9: Resources:

Discuss learning resources the student can use to improve charting skills (online texts and other resources, other teachers).

Which resources does the learner think would be best for his/her learning style?

What have you read or done that helped you learn?

Slide 10: <u>T</u>iming of follow-up:

When would the learner like to meet again to go over more written work?

Practice teaching charting with feedback

- Residents divide into pairs.
- First resident teaches.
- Resident observer fills out checklist, gives feedback using checklist.
- Second resident teaches.
- Resident observer fills out checklist, gives feedback using checklist.

Large-group summary of what was learned (5 minutes)